

# Home and school

## Let's Talk

- 1 Look at these pictures. What do you think is happening?
- 2 Where is your home and how do you get to school in the morning? Do you walk, travel by bus or go in a car?



**"He who asks a question  
is a fool for a minute; he  
who does not remains a  
fool forever."**

Chinese proverb





## Describing journeys to school

**A**

Read the words in the Word Cloud and match them to the meanings here.

- 1 A person who rides a bicycle.
- 2 A person who is walking along the road.
- 3 A trip from one place to another.

### Word Cloud

cyclist  
journey  
pedestrian

**B**

Rewrite the sentences below and use the following words to fill the gaps.

**catch bus late**

Each morning, the school \_\_\_\_ stops in my village.

I am often \_\_\_\_ and have to run to \_\_\_\_ it!

**C**

Work with a partner and describe your journey to school. How are your journeys similar and how are they different?





## Stories with familiar settings

This story is about a boy called Abdullah, who lives in a mountain village in Malaysia. Abdullah catches butterflies and sells them to a local craft shop. He uses the money to buy special porridge for his grandfather.



### Abdullah's Morning

#### Word Cloud

rattly  
satchel  
shrugs  
snatches  
weave

Each day, as Abdullah sets off for school he shrugs into the straps of his satchel and snatches up his butterfly net from beside the door. His mother puts in papaya and  
5 banana and flat pancakes for his lunch. She smooths his hair and tells him to study hard and listen to the teacher, because she wants him to do better than weave baskets and catch butterflies for the rest of his life.

10 But Grandfather reaches for his hand as he is going out the door and whispers in his ear.

“Catch me a butterfly today Abdullah, a big green butterfly if you can.”

And Abdullah knows that Grandfather is  
15 hungry for the porridge that he likes so much because his teeth are all gone.







...Abdullah rode down early to the town as usual, in the rattly old yellow school bus with the tall black writing on its side. SEKOLAH, it says. School.

...As the bus bumped and swerved down the mountain, Abdullah kept watch out of the window, twirling his net gently in his hands, hoping to be lucky enough to see a large, bright butterfly.

...Abdullah studied hard, as his mother told him. He studied maths and English and faraway countries. He wrote carefully in his book and listened to Mr Ginyun, but all the while he kept one eye watching out the window for a butterfly for Grandfather.

From *Abdullah's Butterfly* by Janine M. Fraser and Kim Gamble

### Glossary

#### butterfly

an insect with four brightly coloured wings

#### porridge

a food made by boiling oatmeal to a thick paste

#### swerved

turned or changed direction suddenly



# Comprehension

**A**

Read the story on pages 10–11 and answer the questions.

- 1 Name two types of fruit that Abdullah's mother gives him for lunch.
- 2 Find two words that are used to describe the school bus.
- 3 What does Abdullah's mother want him to do at school?
- 4 What does Abdullah's grandfather want him to catch and why?

## Discussion time

Look at the map showing Malaysia on page 13. Now look to see where you live. Work with a partner and talk about how you would get to Malaysia and where you would go on the way.





**B**

**What do you think?**

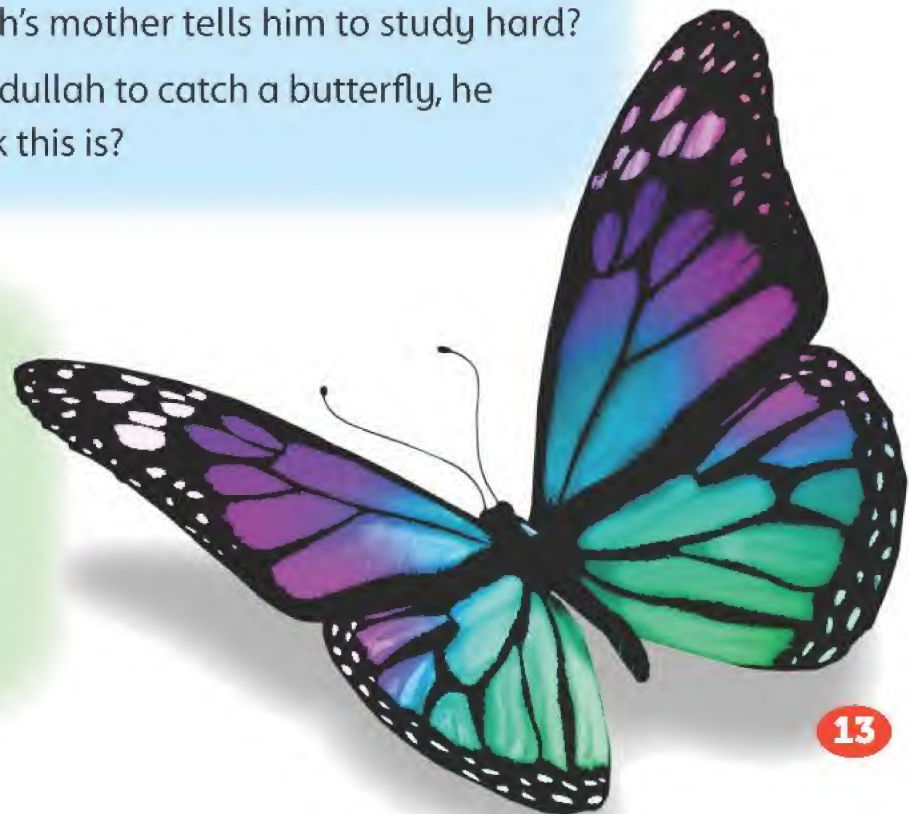
Use phrases from the story to help with your answers.

- 1 How would you describe the road that leads down to the town from Abdullah's village?
- 2 Do you think Abdullah is well behaved? Why?
- 3 Why do you think Abdullah's mother tells him to study hard?
- 4 When Grandfather asks Abdullah to catch a butterfly, he whispers. Why do you think this is?

**C**

**What about you?**

Do you think it is important to work hard at school? Will it help you in the future? Work with a partner and talk about your answer.





## Stories with familiar settings (continued)

On his way home from school, Abdullah is looking out of the window of the bus. He sees a beautiful butterfly and decides to get off the bus!



### The Butterfly

Abdullah leapt out of his seat. He grabbed up his bag and butterfly net, and stumbled down the aisle.

“Wait,” he said urgently. “Let me off.”...

5 “You sure?” asked the driver. “It’s still a mighty long walk home up the mountain.”

But Abdullah nodded adamantly. He wanted to get off, now.

He waved to his friends hanging out the windows  
10 and...ran back down the road to where he had seen the butterfly.

...Like a miracle, it was still there, rocking gently on a fern frond. He held his breath in wonder and excitement, because this was the  
15 largest, most perfect butterfly of its kind he had ever seen.

...Abdullah stared, almost in a trance, as, with an upward sweep of its brilliant wings, the butterfly  
20 launched itself off the plant and into flight.

From *Abdullah's Butterfly* by Janine M. Fraser and Kim Gamble

### Word Cloud

adamantly  
frond  
rocking  
trance





# Comprehension

**A**

Which three sentences below are true?

- 1 Abdullah had to stay on the bus.
- 2 The butterfly landed on a fern.
- 3 Abdullah was amazed and excited.
- 4 Abdullah wanted to catch the butterfly.

**B**

What do you think?

Use phrases from the story to help with your answers.

- 1 Why do you think Abdullah wanted to get off the bus?
- 2 Find words that describe the butterfly. Can you think of any others?
- 3 How do you think Abdullah felt when the butterfly flew into the air?

**C**

What about you?

What do you think Abdullah did next?  
What would you have done if you were Abdullah?



## Challenge

Think of something exciting that happened to you at or after school. Describe it to your friend.



# Nouns and adjectives

A **noun** is a **naming** word. Nouns tell us the names of things, places or people.

**Examples:** bus, school, friend

An **adjective** is a **describing** word. Adjectives give us more information about nouns.

**Examples:** old, big, funny

Some nouns are called **proper nouns**. These are the names of particular places or people. Proper nouns start with a

**capital letter.**

**Examples:** Abdullah, Malaysia



**A**

Copy the sentences below. Underline the nouns and put a circle around the adjectives.

- 1 Grandfather eats special porridge.
- 2 The road to school is long and bumpy.
- 3 Abdullah sees a beautiful butterfly.

**B**

Think of a noun to go with the following adjectives.

- 1 A yellow \_\_\_\_\_.
- 2 A tall \_\_\_\_\_.
- 3 A warm \_\_\_\_\_.

## Challenge

Read the story on pages 10–11 and 14 and find two examples of nouns and two examples of adjectives. Write your own sentences using each of the words you find.



# Verbs

A **verb** is a **doing** or **action** word. Verbs tell us what is happening or what someone is doing.

**Examples:**

The dog **chases** the rabbit across the field.

Leyla **kicks** the ball into the goal.

The verb **to be** is a **being** verb. It tells us what people and things **are**.

**Examples:**

My journey to school **is** long.

You **are** my friend.

## Top Tip

As well as telling us what things are, the verb **to be** tells us what things were and what they will be.

**Examples:** I was, you were, he will be

**A**

Copy the sentences below and underline the verbs.

- 1 Abdullah's mother puts his lunch in his satchel.
- 2 Abdullah listens to his teacher.
- 3 The driver stops the bus.

**B**

Think of a verb to fill the gaps in the following sentences.

- 1 Grandfather \_\_\_\_\_ hungry.
- 2 Butterflies \_\_\_\_\_ beautiful insects.
- 3 Abdullah \_\_\_\_\_ late for the bus.





# Powerful verbs and adjectives

**Powerful verbs** and **adjectives** make stories more interesting. Look at these sentences.

The mouse ate my cake.

The dinosaur came out of the cave.

Compare them with the sentences below.

The **hungry** mouse **gobbled** up my **favourite** cake.

The **hairy** dinosaur **charged** out of the **dark** cave.

Which do you think are more interesting?

## Top Tip

A **thesaurus** helps us to choose more interesting words.



**A**

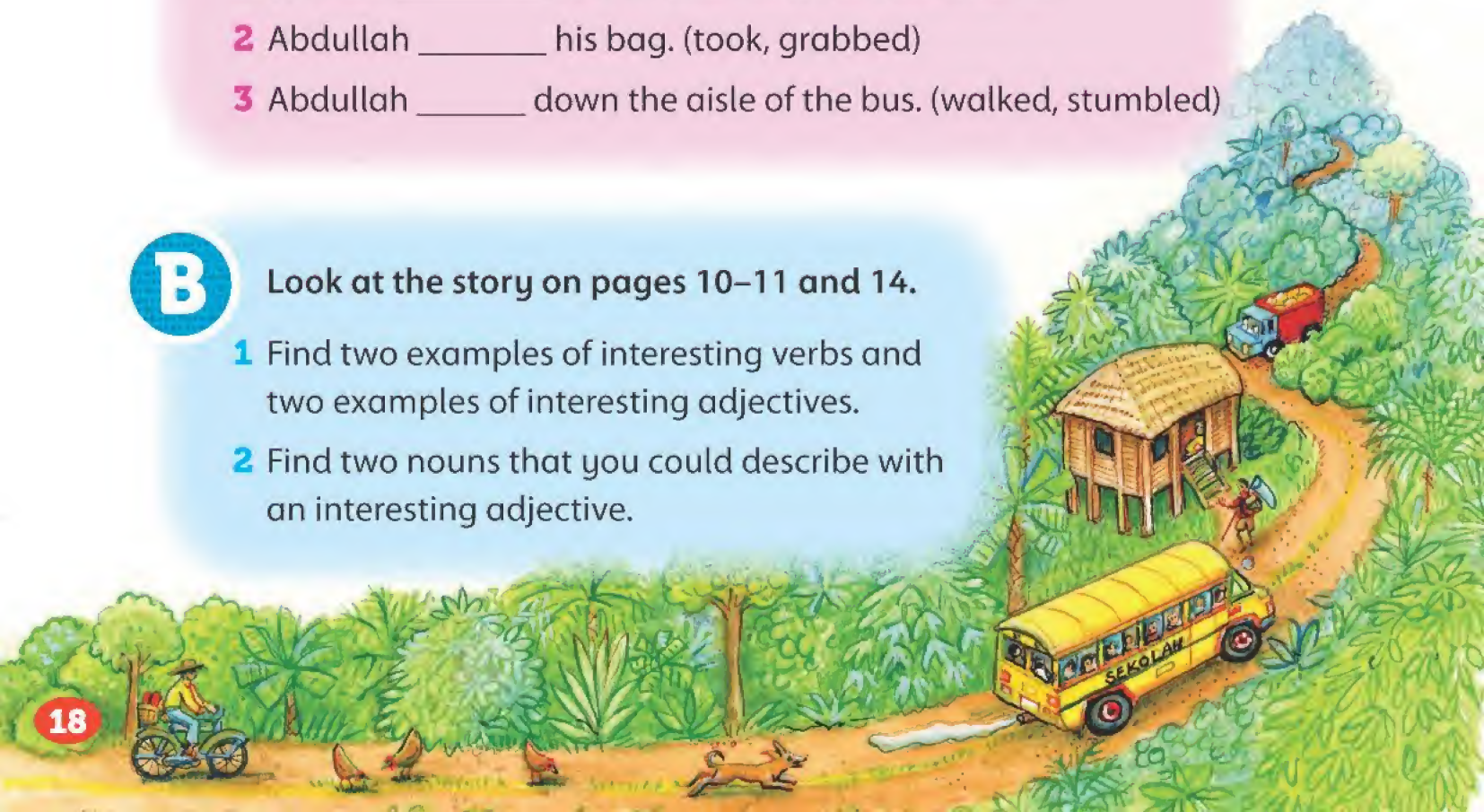
Copy the following sentences and choose the most interesting verb to fill each gap.

- 1 The bus \_\_\_\_\_ up the mountain. (climbed, went)
- 2 Abdullah \_\_\_\_\_ his bag. (took, grabbed)
- 3 Abdullah \_\_\_\_\_ down the aisle of the bus. (walked, stumbled)

**B**

Look at the story on pages 10–11 and 14.

- 1 Find two examples of interesting verbs and two examples of interesting adjectives.
- 2 Find two nouns that you could describe with an interesting adjective.





## New spellings

When learning new spellings, it helps to break the word into **syllables** or chunks.

**Example:** but-ter-fly

When words are spelt with **two vowels together**, the vowels usually make one sound rather than two.

**Examples:** re**a**d, sn**a**il, sou**o**nd

### Top Tip

Words in English are made up of vowels and consonants.

**Vowels:** a, e, i, o, u

**Consonants:** The rest of the alphabet

# A

Here are some of the new words you have learnt in this unit.

**journey satchel floating  
porridge weave**

- 1 Read, say and listen to the words.
- 2 Write the words down, breaking them into syllables. Which word has only one syllable?
- 3 Write a sentence using each of the new words.



# B

Look at the new words in A above.

- 1 Find the vowels in each word.
- 2 Do any of the words have two vowels together? What sound do the vowels make?

### Challenge

Read the story on pages 10–11 and 14. Find two examples of words that are spelt with two vowels together. Write a sentence using each of the words.



# Writing a story with a familiar setting

## Model writing

### The House That Was Sad

One day, for the want of anything better to do, seven-year-old Dolores Li decided to explore the old house at the other end of the village. No one had lived there for years.

She walked past the sign that said ‘Keep Out’ (Dolores could be rather a disobedient little girl), through the gate and – rather nervously it must be said – made her way towards the old house. What a sad house, she thought. Its windows were broken and the walls were crumbling – and the roof was full of holes. Even the front door flapped back and forth. It sounded just like someone angrily banging a spoon on a table, thought Dolores.

Boldly, she shouted, “Is there anyone there?”

You can imagine her great surprise when a voice replied, “Yes. Do come in.”





## Guided writing



Notice how the story 'The House That Was Sad' uses the following features:

### Paragraphs

The writer uses a new paragraph when there is a change of place, time or speaker.

### Character

The reader finds out a lot about the main character.

### Setting

The reader finds out where the story is taking place and some interesting details about the old house, the weather and the noises.

**Paragraph 1** – sets the scene and introduces the main character.

**Paragraph 2** – there is a new place.

**Paragraph 3** – someone new speaks.

**Paragraph 4** – someone new speaks.

*Name – Dolores*

*Age – seven years old*

*Personality – bored, disobedient, bold, but sometimes nervous.*

*An old house at the other side of the village.*

*No one has lived in the house for years. Broken windows, crumbling walls, roof with holes, broken front door banging like a spoon on a table.*



# Writing a story with a familiar setting

## Your writing

Finish the story 'The House That Was Sad' with a happy ending. Write a paragraph plan to help you plan your story. In the plan, write a sentence that sums up what is going to happen in each paragraph.

Remember to use a new paragraph when you change any of the following:

Time

*Ten minutes later...*

Place

*They walked into the kitchen.*

Character

*The old lady tiptoed into the room.*

Action

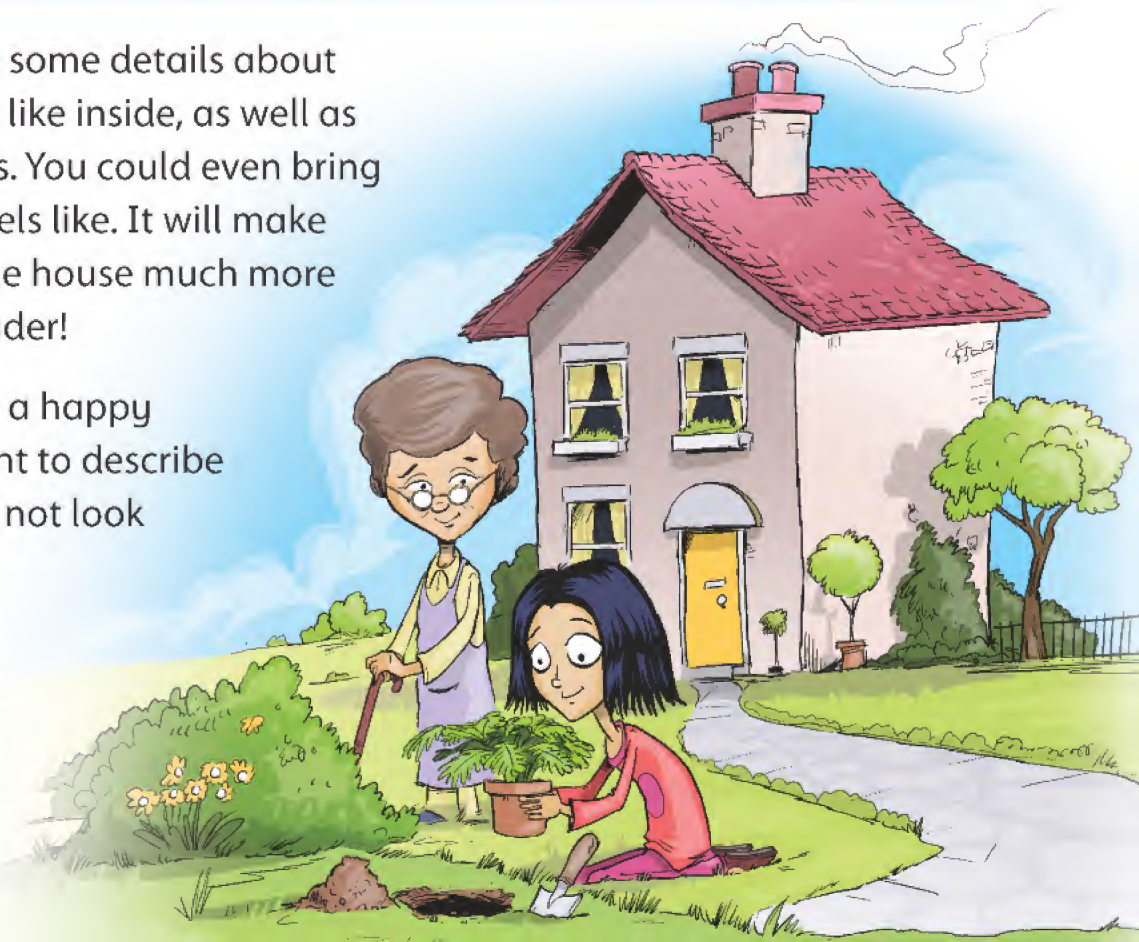
*Suddenly, a door burst open.*

Speaker

*The old man declared, "I want laughter back in this house!"*

Remember to include some details about what the house looks like inside, as well as any noises and smells. You could even bring in what something feels like. It will make your description of the house much more interesting for the reader!

If the house becomes a happy house, you might want to describe the outside so it does not look sad anymore!





## Story checklist

When you are writing your story, draw a chart like the one below, which shows the skills you need to show. Check and edit your work as you go along and put ticks in the boxes.

	Yes	No	Sometimes
The story has a happy ending			
New paragraphs are used when there is a change of time, place, action or speaker	✓		
Strong adjectives give information about the characters	✓		
Characters are shown through what they look like, do and say			
The senses are used to describe the house	✓		
Strong verbs are used, e.g cried, kicked			
Spelling is correct	✓		

### Top Tip

You might want to ask a friend to help you complete your checklist. Ask your partner if they can think of ways for you to improve your story.

